

DOCUMENT RESUME

ED 146 735

EC 102 856

TITLE Gifted--Programs, Teaching Methods, and Curriculum: 1977 Topical Bibliography.

INSTITUTION Council for Exceptional Children, Reston, Va. Information Services and Publications.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

PUB DATE 77.

NOTE 16p.; Exceptional Child Education Resources Topical Bibliography Series

AVAILABLE FROM The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, No. 706)

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DESCRIPTORS Annotated Bibliographies; *Curriculum; Curriculum Design; Curriculum Development; *Gifted; Program Descriptions; *Programs; *Teaching Methods

ABSTRACT

The annotated bibliography contains approximately 60 citations (1973 - 1976) on programs, teaching methods and curriculum for gifted students. The bibliography is explained to be composed of citations from volume eight of Exceptional Child Education Resources. Entries are arranged according to accession number and usually provide information on author, title, source, date, pagination, availability (including Educational Resources Information Center number when appropriate) and a brief abstract. (CI)

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Gifted—Programs, Teaching Methods, and Curriculum

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
Topical Bibliography Series, No. 706

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Abstract

ABSTRACT 56

EC 080056

Publ. Date Oct 75

Wolf, Lucille C.

Whitehead, Paul C.

The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.

Mental Retardation; V13 N5 P3-7 Oct 1975

Descriptors Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;

A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)

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Descriptors and Identifier.
Subject terms which characterize content
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terms and appear as
headings in the subject
index.

Abstractor's initials

ABSTRACT 34

EC 080034

Publ. Date 75

Brown, Jerome D., Ed.

Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.

Iowa State Dept. of Public Instruction,
Des Moines

EDRS mf/hc

Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary/Secondary Education; Administration; State Departments of Education;

Identifier: Iowa*;

Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programming for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)

(abstract material deleted
here for sample)

CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is representative of journals currently received.

- AAESPH Review**, American Association for the Severely/Profoundly Handicapped, P.O. Box 15287, Seattle WA 98115
- Academic Therapy**, 1539 Fourth Street, San Rafael, California 94901
- Adolescence**, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577
- American Annals of the Deaf**, 5034 Wisconsin Avenue NW, Washington DC 20016
- American Education**, 400 Maryland Avenue SW, Washington DC 20020
- American Educational Research Journal**, 1126 16th Street NW, Washington DC 20036
- American Journal of Art Therapy**, 6010 Broad Branch Road, Washington DC 20015
- American Journal of Community Psychology**, Plenum Publishing Co. 227 W. 17th St., New York NY 10011
- American Journal of Diseases of Children**, 535 North Dearborn Street, Chicago, Illinois 60610
- American Journal of Mental Deficiency**, 49 Sheridan Avenue, Albany, New York 12210
- American Journal of Nursing**, 10 Columbus Circle, New York New York 10019
- American Journal of Occupational Therapy**, 6000 Executive Boulevard, Suite 200, Rockville Maryland 20852
- American Journal of Orthopsychiatry**, 1790 Broadway, New York New York 10049
- Archives of Otolaryngology**, 335 North Dearborn Street, Chicago, Illinois 60610
- Arithmetic Teacher**, 1906 Association Dr., Reston VA 22091
- Art Psychotherapy**, Pergamon Press, Maxwell House, Fairview Park, Elmsford NY 10523
- ASHA**, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014
- Assignment Children**, UNICEF, Rue Eugene Delacroix, #5016 Paris France
- Audicibel**, 24261 Grand River Avenue, Detroit, Michigan 48219
- Audiology & Hearing Education**, 15300 Venture Boulevard, Suite 301, Sherman Oaks CA 91403
- Australian Citizens Limited**, Box 91, Brighton 5048, South Australia
- Australian Journal of Mental Retardation**, P.O. Box 255, Carlton, South Victoria 3053 Australia
- AVISO**, Newark State College, Union, New Jersey 07083
- Behavior Therapy**, 411 Fifth Avenue, New York, New York 10002
- Behavior Today**, Ziff Davis Publishing Co. 1156 15th Street NW, Washington DC 20036
- Behavioral Disorders**, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401
- British Journal of Disorders of Communication**, 4445 Annandale Street, Edinburgh EH4 4AT, Scotland
- British Journal of Mental Subnormality**, Monyhull Hospital, King's Heath, Birmingham B30 3QB, England
- British Journal of Physical Education**, 10 Nottingham Place, London W1M 4 AX, England
- Bulletin of the Orton Society**, 8415 Bellona Lane, Suite 204, Inwood, Maryland 20402
- Bulletin of Prosthetics Research**, US Government Printing Office, Washington DC 20402
- Bureau Memorandum**, 126 Langdon Street, Madison, Wisconsin 53702
- CSMR Bulletin**, 345 Campus Towers, Edmonston, Alberta, Canada
- Canada's Mental Health**, Information Canada, Ottawa K1A 0S9, Canada
- CFDR Quarterly**, Phi Delta Kappa, P.O. Box 789, Bloomington, Indiana 47401
- Child Care Quarterly**, 2852 Broadway, Morningside Heights, New York 10025
- Child Development**, 5750 Ellis Avenue, Chicago, Illinois 60637
- Child Psychiatry & Human Development**, 2852 Broadway, Morningside Heights, New York 10025
- Child Welfare**, 67 Irving Place, New York, New York 10003
- Childhood Education**, 3615 Wisconsin Avenue NW, Washington DC 20016
- Children Today**, US Government Printing Office, Washington DC 20402
- Children's House**, Box 111, Caldwell, New Jersey 07006
- Colorado Journal of Educational Research**, University of Northern Colorado, Greeley, Colorado 80631
- Compact**, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203
- Day Care & Early Education**, 2852 Broadway, New York, New York 10025
- Deaf American**, 5125 Radnor Road, Indianapolis, Indiana 46226
- Deficiency Mentale/Mental Retardation**, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada
- Developmental Medicine and Child Neurology**, Spasic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England
- Devereux Forum**, 19 South Waterloo Road, Devon, Pennsylvania 19333
- DSH Abstracts**, Gallaudet College, Washington, DC 20002
- Dyslexia Review**, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England
- Early Years**, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820
- Early Years Parent**, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820
- Education and Training of the Mentally Retarded**, 1920 Association Drive, Reston, Virginia 22091
- Education Digest**, P.O. Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107
- Education of the Visually Handicapped**, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107
- Educational & Psychological Measurement**, Box 6907, College Station, Durham, North Carolina 27708
- Educational Forum**, 343 Armory Building, University of Illinois, Champaign, Illinois 61820
- Educational Horizons**, 2000 East 8th Street, Bloomington, Indiana 47401
- Educational Leadership**, 1201 16th Street NW, Washington DC 20036
- Educational Researcher**, 1126 16th Street NW, Washington DC 20036
- Educational Technology**, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632
- Elementary School Journal**, 5801 Ellis Avenue, Chicago, Illinois 60637
- English Journal**, 1111 Kenyon Road, Urbana, Illinois 61801
- Exceptional Child** (formerly *Slow Learning Child*), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia
- Exceptional Children**, 1920 Association Drive, Reston, Virginia 22091
- Exceptional Parent**, 264 Beacon Street, Boston, Massachusetts 02116
- Family Involvement**, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada
- Focus on Exceptional Children**, 6635 East Villanova Place, Denver, Colorado 80222
- Gifted Child Quarterly**, 8080 Springvalley Drive, Cincinnati Ohio 45236
- Harvard Educational Review**, Longfellow Hall, 13 Appian Way, Cambridge MA 02138
- Health Education** (formerly *School Health Review*), American Alliance for Health, Physical Education, and Recreation, 1201 16th St. NW, Washington DC 20036
- Hearing**, 105 Gower Street, London WC1E 6AH, England
- Hearing & Speech Action**, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Hearing Rehabilitation Quarterly**, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010
- Human Behavior**, P.O. Box 2810, Boulder, Colorado 80302
- Humanist**, 923 Kensington Ave., Buffalo, New York 14215
- Illinois Schools Journal**, 6800 South Stewart Avenue, Chicago, Illinois 60621
- Indiana Speech & Hearing Journal**, Ball State University, Muncie, Indiana 47306
- Instructor**, P.O. Box 6099, Duluth, Minnesota 55806
- Inter-Clinic Information Bulletin**, 317 East 34th Street, New York, New York 10016
- International Child Welfare Review**, Rue De Varembe, 1211 Geneva 20, Switzerland
- International Journal of Child Psychiatry**, Verlag 10, Basel 13, Switzerland

*journals monitored for CIJE

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International Rehabilitation Review, 219 East 44th Street, New York, New York 10017.
Involvement, PO Box 460, Oak Ridge, Ontario, Canada

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

Journal of Abnormal Child Psychology.
Plenum Publishing Corp 227 W 17th Street, New York, New York 10011

Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Applied Behavior Analysis, University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60135

Journal of Autism & Childhood Schizophrenia, Plenum Publishing Corp 227 W 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue No 208, St Louis Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co, 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1608, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

Journal of Learning Disabilities, 101 1 Ontario St., Chicago IL 60611

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

Journal of Mental Deficiency Research, Pembroke Hall, 17 Pembroke Sq., London W2 4EP, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

Journal of Pediatrics, 11830 Westline Industrial Drive, St Louis, Missouri 63141

Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Lyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

Journal of Special Education, Grune and Stratton, 111 Fifth Avenue, New York, New York 10003

Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

Journal of Speech & Hearing Research, 9030 Old Georgetown Road, Washington, DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

Journal of Visual Impairment and Blindness (formerly New Outlook for the Blind), American Foundation for the Blind, 15 W 16 St., New York NY 10011

Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

Mental Retardation, 5201 Connecticut Avenue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London, W1N 1AA, England

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parent Communication, 2190 N Woodward Ave., Bloomfield Hills MI 48013

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembroke Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

Pediatric Clinics of North America, W B Saunders Co., W Washington Sq., Philadelphia PA 19105

Pediatrics, PO Box 1034, Evanston, Illinois 60204

Perceptual and Motor Skills, Box 1441, Missoula MT 59801

Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

Physical Therapy, 1156 15th Street NW, Washington DC 20005

Painter, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 200, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Reading Research Quarterly, 6 Lyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Lyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

Rehabilitation Literature, 2023 West Ogden Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Rehabilitation World, RIUSA, 20 W 40th St., New York NY 10018

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S 101 20, Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201 1205 Bluff Street, Fulton, Missouri 65251

Science and Children, National Science Teachers Association, 1201 16th St. NW, Washington DC 20036

Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Jannock Press, 9306 Minnowood St., Silver Spring, Maryland 20901

Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7Q1, England

Special Education in Canada, Dave Muir, Subscriptions, 12 Doucet Pl., Scarborough, Ontario M1G 3M2, Canada

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Church Road North, Waverley, Erpoo L156TQ, England

Teacher of the Deaf, 50 Topsham Road, Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Volta Review, 3417 Volta Place NW, Washington, DC 20007

Young Children, 1184 Connecticut Avenue NW, Washington, DC 20009

ABSTRACTS

ABSTRACT 2970

EC 08 2970 ED N A
Publ. Date Sum 76 8p
Sato, Irving S.
The Culturally Different Gifted Child--The Dawning of His Day?
School Psychology Digest, V5 N3 P49-56
Sum 76

Descriptors: Exceptional Child Education; Gifted; Cultural Differences; Elementary Secondary Education; Educational Improvement; Educational Needs; Definitions; Identification; Program Development; Educational Resources.

Only a small percentage of culturally different children are currently receiving educational opportunities commensurate with their abilities. To improve the present educational situation for these children steps need to be taken which include (1) a clearer definition of the term "culturally different gifted child," (2) a reexamination of identification procedures, (3) development of qualitatively differentiated program provisions, and (4) improvement of availability of resources. (SBH)

ABSTRACT 2969

EC 08 2969 ED N A
Publ. Date Sum 76 14p
Treffinger, Donald J.
Teaching for Self-Directed Learning: A Priority for the Gifted and Talented.
School Psychology Digest, V5 N3 P36-49
Sum 76

Descriptors: Exceptional Child Education; Gifted; Talented Students; Elementary Secondary Education; Self Actualization; Independent Study; Teaching Methods; Individualized Instruction; Models; Conceptual Schemes.

Identifiers: Self Directed Learning.

The author suggests that the cultivation of self directed learning (which involves the learner's interests and motives) is a primary goal in the education of the gifted and talented. Eight common misunderstandings related to self directed learning (such as the notion that it is random and disorganized) are discussed. An instructional model for fostering self directed behavior is explained in terms of four basic steps: identification of goals and objectives, assessment of the entering behavior of the learner, identification and implementation of appropriate instructional procedures, and assessment of performance. (SBH)

ABSTRACT 2939

EC 08 2939 ED 122 561
Publ. Date Apr 76 20p
Dranz, Bella.
What's So Special About "Special" Curriculum for the Gifted? Part 1: Identification Procedures (Includes Multi-Dimensional Screening Device (MDS)); Part 2: Curriculum Design.
EDRS mfhc
Paper presented at the Annual International Convention, the Council for Ex-

ceptional Children (54th, Chicago, Illinois, April 4-9, 1976).

Descriptors: Exceptional Child Education; Gifted; Creativity; Talent Identification; Screening Tests; Rating Scales; Student Evaluation; Curriculum Development.

Identifiers: Multi Dimensional Screening Device; Virginia (Fairfax County).

Described are identification procedures, a multidimensional screening device (MDS), and special curriculum for gifted and talented students in Fairfax County, Virginia. Noted are discriminatory aspects of intelligence testing and teacher nomination in identifying gifted children. Described is the development of the MDS which involves rating such talents as ability in the visual or performing arts, creativity, academic ability, leadership, and psychomotor abilities. Results of applying the MDS are given as including the identification of more Black and other minority children as gifted than ever before. Appropriate curriculum for the gifted is thought to incorporate both enrichment and acceleration components with emphasis on interdisciplinary activities, divergent-evaluative thinking, creativity, and balance between cognitive and affective domains. (DB)

ABSTRACT 2808

EC 08 2808 ED N A
Publ. Date Sum 76 5p
Sisk, Dorothy.
Come Alive Classroom.
Gifted Child Quarterly, V20 N2 P224-228
Sum 1976

Descriptors: Gifted; Class Activities; Exceptional Child Education; Elementary Secondary Education; Creativity; Decision Making; Prediction.

Identifiers: Creative Totem Pole Theory.

Described are classroom activities for gifted children based on C. Taylor's Creative Totem Pole theory. Activities are broken up into three areas (creativity, decision making, and forecasting) and include creating fairy tales, role playing, and making predictions for the future. (SBH)

ABSTRACT 2807

EC 08 2807 ED N A
Publ. Date Sum 76 19p
Job, Beverly J.
Campbell, Patricia B.
Language Arts Resources for the Gifted: An Annotated Bibliography.
Gifted Child Quarterly, V20 N2 P205-223
Sum 1976

Descriptors: Gifted; Annotated Bibliographies; Instructional Materials; Language Arts; Exceptional Child Education; Elementary Education; Audiovisual Aids; Books; Periodicals; Games.

Presented is an annotated bibliography with information on approximately 100 materials (books, periodicals, games, and audiovisual aids) in the area of language arts designed for use with elementary level gifted students. Entries are listed in alphabetical order by author or title un-

der the following categories: creative writing, dramatics, thinking skills, humanities, values clarification, professional growth, and miscellaneous. Information provided usually includes a general statement of content, reviewer's evaluative comments; a statement on changes to eliminate sex role stereotypes, if present; and publisher's name, address, and price. (SBH)

ABSTRACT 2619

EC 08 2619 ED N A
Publ. Date 200p
Academically Talented Program.
Philadelphia School District, Board of Education, 3326 Powelton Ave., Philadelphia PA 19104

Descriptors: Exceptional Child Education; Gifted; Elementary Secondary Education; School Districts; Program Descriptions; Literature Reviews; Scheduling; Administration; Enrichment.

Presented is the Philadelphia school district's manual for the Academically Talented Program including a general program description, guidelines for program development, information on scheduling, a procedural handbook, an evaluation report, selected readings, and a fact sheet. The program is described in terms of the Pennsylvania mandate for the gifted, a definition of gifted, goals for the program, and measurable objectives. Focused on in the section on getting started are school selection, the teacher training program, a teacher checklist, and the principal's role. Aspects of scheduling discussed include time blocks, grouping of pupils, state and local requirements, and a typical 4 hour enrichment session. Included in the procedural manual section is information on budgetary procedures, ordering materials, and managing field trips. Presented is the summary statement of the 1974-75 evaluation report of the academically talented program including positive reports from principals, teachers, parents, and children. Provided in a large section are copies of approximately 20 readings by such authors as E.P. Torrance, J. Gallagher, C. Taylor, B. Bloom, and J. Stanley. A fact sheet provides a summary of the program. (DB)

ABSTRACT 2556

EC 08 2556 ED N A
Publ. Date Sum 76 11p
Markwalder, Winston.
Design for a Process Oriented Learning Contract: Appropriate for High Ability Students.
Southern Journal of Educational Research, V10 N3 P124-134 Sum 76

Descriptors: Exceptional Child Education; Gifted; Elementary Secondary Education; Learning Characteristics; Curriculum Design; Teaching Methods; Independent Study; Learning Modalities; Cognitive Processes; Performance Contracts.

Cited is research and experience indicating that gifted students have process ori-

ented learning patterns while average students are product oriented. The author presents a learning contract design that more nearly matches learning patterns of the gifted, enabling supervision of independent study. Several models are described that may be adapted and used as a framework for contract generation. Figures illustrate a comparison of models based on Bloom's taxonomy, an example of the application of Guilford's levels of thinking to learning activities, and a hierarchy of mental operations and resultant outcome of products (IM)

ABSTRACT 2517

EC 08 2517 ED 121 008
Publ. Date Nov 75 4p
Program Standards for School Foundation Units for Gifted Children. (Intellectually Gifted and Talented). Ohio State Dept of Education, Columbus.

EDRS mf:hc
Ohio Department of Education, Division of Special Education, 933 High St. Worthington, OH 43085

Descriptors: Exceptional Child Education; Gifted; Educational Programs; State Standards; Student Placement; Student Evaluation; School Services; Qualifications

Identifiers: Ohio.

Ohio's program standards for school foundation units for gifted children are presented in outline form. Areas covered (with sample rules in parentheses) include the following: general standards (elements of a written proposal to request approval from the Division of Special Education); student eligibility (the areas of giftedness included); student assessment and placement (criteria for acceptance into approved programs); comprehensive services to the educational program (options for gifted and talented programs); and program qualifications (coordinator and personnel qualifications) (SB)

ABSTRACT 2478

EC 08 2478 ED 119 453
Publ. Date 75 58p
Maker, C June
Training Teachers for the Gifted and Talented: A Comparison of Models. Council for Exceptional Children, Reston, VA. ERIC Clearinghouse for the Gifted and Talented
National Inst. of Education (DHEW), Washington, DC
EDRS mf:hc
Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 (\$3.95 Publ. No. 117)

Descriptors: Exceptional Child Education; Gifted; Higher Education; Teacher Education; Models; Educational Trends; Program Effectiveness; Teacher Role; Teacher Qualifications; Preservice Education; Inservice Teacher Education.

Program models are described and successful practices are surveyed in training teachers for gifted and talented students. a section on assumptions and issues.

the teacher's role is discussed in terms of classroom innovation and development of attitudes, skills, and abilities in students; and alternatives for teacher training programs are outlined. Two criteria necessary for teachers of the gifted are noted to be an ability to relate effectively to the group of youngsters being taught and an openness to change, and suggestions for assessing teacher competency are given. Presented is an analysis of various preservice training programs and a comparison of the major methodological differences in them, as well as a review of past and current practices. Variations of inservice training models are described, compared, and contrasted, and evaluation results are reported for each of the following: summer institutes, demonstration centers, and service centers. Appended is a list of university training programs offering either graduate or undergraduate degrees in education of the gifted (SB)

ABSTRACT 2450

EC 08 2450 ED N A
Publ. Date 73 204p
Ashley, Rosalind Minor
Activities for Motivating and Teaching Bright Children. Parker Publishing Company, West Nyack, NY 10994 (\$9.95)

Descriptors: Exceptional Child Education; Gifted; Elementary Education; Teaching Guides; Class Activities; Individual Activities; Identification; Instructional Materials; Games; Individualized Instruction; Cocurricular Activities.

Intended for teachers of gifted elementary grade children, the book provides ideas for individual and group activities, identification of special talents, and use of instructional materials. Chapters focus on the following topics: challenging the verbally bright, individualizing with your own programmed material, a sample plan for an intrinsic scrambled booklet, ideas for those with an aptitude in social studies, ideas for those who are talented in the arts, ideas for pupils bright in science, ideas for children who are mechanically bright, ideas for those who are mathematically bright, and using games to stimulate bright children. Stressed throughout the book are the value of special talent clubs, individualized materials, and instructional games (DB)

ABSTRACT 1931

EC 08 1931 ED N A
Publ. Date Apr 76 2p
A Better Break in Schools for Gifted Children. U. S. News and World Report. V20 N15, P56-57 Apr 76

Descriptors: Exceptional Child Education; Gifted; Elementary Secondary Education; Educational Trends; Educational Programs.

Reviewed are past, current, and future trends in the education of gifted children. Topics covered include funding, various local programs offered around the country, and identification and segregation. (SB)

ABSTRACT 1832

EC 08 1832 ED N A
Publ. Date Spr 76 16p
Khatena, Joe
Educating the Gifted Child: Challenge and Response in the U.S.A. Gifted Child Quarterly. V20 N1 P76-90, 65 Spr 1976

Descriptors: Gifted; Identification; Personal Adjustment; Special Education; Educational Trends; Exceptional Child Education; Elementary Secondary Education.

Reviewed are trends in the education of gifted children including identification; teaching methods; problems of the highly gifted; support for special educational opportunities; and future directions. Models of identification of creative ability such as those of J.P. Guilford and E.P. Torrance are discussed. Various programs to provide enrichment and creative development are reviewed. Research is reported to show that the highly gifted may have difficulty synthesizing their personal lives and their creative abilities. Trends at the federal, state, and local levels toward providing more support for special programs are summarized. Future directions are thought to include more precise identification operations, establishment of technical assistance centers, and more efficient storage and dissemination of data. (DB)

ABSTRACT 1831

EC 08 1831 ED N A
Publ. Date Spr 76 11p
Stanley, Julian C.
The Case For Extreme Educational Acceleration of Intellectually Brilliant Youths. Gifted Child Quarterly. V20 N1 P66-75, 41 Spr 1976

Descriptors: Gifted; Mathematics; Acceleration; Enrichment; Advanced Placement; Exceptional Child Education; Case Studies.

The author suggests that acceleration is often more appropriate than enrichment for intellectually brilliant students, particularly in the area of mathematics. He categorizes enrichment programs as either busy work, irrelevant academic enrichment, cultural enrichment, or relevant academic enrichment. Acceleration which either is subject specific or involves skipping a grade or grades is advised for some students. Examples are given of students in a Johns Hopkins study to identify and accelerate, through early college entrance, mathematically precocious students (DB)

ABSTRACT 1828

EC 08 1828 ED N A
Publ. Date Spr 76 10p
Stewig, John Warren
"I Absolutely Refuse to be an Onion."

Gifted Child Quarterly. V20 N1 P31-39, 17 Spr 1976

Descriptors: Gifted; Drama; Creative Expression; Behavior Change; Exceptional Child Education; Elementary Secondary Education.

Suggested are ways to use creative dramas with gifted children to encourage changes in impressive, expressive, communicative, social, and creative behavior. (DB)

ABSTRACT 1827

EC 08 1827 ED N A
Publ. Date Spr 76 8p
Walden, James D

An Action Program for Gifted Students.

Gifted Child Quarterly V20 N1
P24-30.11 Spr 1976

Descriptors: Gifted; Class Activities; Creative Expression; Exceptional Child Education; Elementary Secondary Education.

The author provides environmental and activity suggestions to encourage gifted students in creative and intellectual endeavors. Suggestions include growing plants, keeping a list of community resources, using photography to enhance idea expression and performing pantomime skits. (DB)

ABSTRACT 1826

EC 08 1826 ED N A
Publ. Date Spr 76 8p
Sebesta, Sam Leaton

Language Arts Programs for the Gifted.

Gifted Child Quarterly V20 N1
P18-23.26.28 Spr 76

Descriptors: Gifted; Language Arts; Program Development; Motivation; Exceptional Child Education; Elementary Secondary Education.

Developers of language arts programs for the gifted need to examine language structure, language function, and motivational activities to develop syntactical modeling, vocabulary, spelling and creative writing. (DB)

ABSTRACT 1721

EC 08 1721 ED N A
Publ. Date Spr 76 6p
Glover, John
Gary, A I

Procedures to Increase Some Aspects of Creativity.

Journal of Applied Behavior Analysis
V9 N1-P79.84 Spr 1976

Descriptors: Gifted; Creativity; Creative Development; Teaching Methods; Positive Reinforcement; Exceptional Child Education; Intermediate Grades; Creative Expression.

Instructions, reinforcement (team points), and practice were applied to four behaviorally defined creative behaviors of eight fourth- and fifth-grade students. All four aspects (number of different responses, fluency; number of verb forms, flexibility; number of words per response, elaboration, and statistical infrequency of response forms, originality) were demonstrated to by either experimental control. The procedures also raised students' scores on Torrance's tests of creativity. (Author)

ABSTRACT 1711

EC 08 1711 ED N A
Publ. Date Apr 76 6p
Fincher, Jack

Depriving the Best and the Brightest. Human Behavior; V5 N4 P16-21 Apr 76

Descriptors: Exceptional Child Education; Gifted; Elementary Secondary Education; Educational Trends; Educational Programs; Identification; Federal Aid.

In addition to limited federal spending, education for the gifted and talented suffers from inadequate identification measures, lack of public awareness and support, and absence of validated curriculum approaches. Unchallenging school experiences and social isolation can combine to deprive both the gifted student and the nation of valuable talents. (CI)

ABSTRACT 1692

EC 08 1692 ED 119440
Publ. Date (76) 47p
Drain, Theodore R

Rule: Governing Programs and Services for Children with Special Needs. North Carolina State Dept. of Public Instruction, Raleigh Division for Exceptional Children
FDRS mf, hc

Descriptors: Exceptional Child Education; Handicapped Children; Gifted; State Departments of Education; Guidelines; Administration; Administrative Organization; State Legislation; Financial Support; Financial Policy; School Districts; Educational Programs; Referral; Screening Tests; Educational Diagnosis; Student Placement; State Schools; Due Process; Equal Education; Identifiers: North Carolina.

Presented by the North Carolina State Department of Public Instruction are the rules governing programs and services for children (handicapped and gifted) with special needs. Included are guidelines for the following areas: responsibilities and organization of the Division for Exceptional Children, organization and administration of local programs, special education allotments and special funds (such as for facilities and transportation), local equal educational opportunities plans, program areas for children with special needs, program and service alternatives, policies and regulations governing education expense grants for exceptional children, and procedures for referral, screening, assessment, and placement. Also outlined are policies governing the organization and administrative structure of the Governor's School of North Carolina, procedures for review (of placement decisions), and a model structure for appeals to the State Superintendent of Public Instruction from decisions of local school boards. (LS)

ABSTRACT 1671

EC 08 1671 ED N A
Publ. Date 76 44p
Keating, Daniel P. Eds.
Intellectual Talent, Research and Development.

The Johns Hopkins University Press.
Baltimore, MD 21218 (\$16.95 Hc, \$3.95 Pb)

Proceedings of the Sixth Annual Hyman Blumberg Symposium on Research in Early Childhood Education

Descriptors: Exceptional Child Research; Exceptional Child Education; Gifted; Elementary Secondary Education; Higher Education; Identification; Program Descriptions; Psychological Characteristics; Mathematics; Verbal Learning; Cognitive Development; Curriculum; Acceleration; Enrichment; Sex Differences; Stereotypes; Vocational Interests; Values.

Identifiers: Study of Mathematically Precocious Youth.

Presented are 17 papers and a discussion transcript on the identification of and measurement of intellectual talent, programs for facilitation of intellectual talent, or the psychology of intellectual talent. Papers have the following titles and authors: "Use of Tests to Discover Talent" (J. Stanley); "Discovering Quantitative Precocity" (D. Keating); "Identification and Program Planning: Models and Methods" (H. Fox); "Identifying Mathematical Talent on a Statewide Basis" (W. George and C. Solano); "A Piagetian Approach to Intellectual Precocity" (D. Keating); "Curriculum Experimentation for the Mathematically Talented" (W. George and S. Denham); "Special Fast Mathematics Classes Taught by College Professors to Fourth through Twelfth Graders" (Stanley); "Verbally Gifted Youth: Selection and Description" (P. McGinn); "Sex Differences in Mathematical Precocity: Bridging the Gap" (Fox); "Educators' Stereotypes of 'Mathematically Gifted Boys'" (R. Haer and Solano); "A Summary Profile of the Nonintellectual Correlates of Mathematical Precocity, Boys and Girls" (Haer and S. Denham); "Career-Related Interests of Adolescent Boys and Girls" (Fox, S. Pasternak, and N. Perser); "Creative Potential of Mathematically Precocious Boys" (Keating); "The Values of Gifted Youth" (Fox); "Random vs. Nonrandom Study of Values Profiles" (J. Linsenmeier); "A Historical Step Beyond Terman" (H. Page).

Study of Mathematically Precocious Youth in Social Perspective" (C. Berenier). Considered in the discussion transcript are such aspects as interpreting inventory data, facilitating verbal talent, and counseling. (DB)

ABSTRACT 1668

EC 08 1668 ED 119438
Publ. Date 76 406p
Newland, T. Ernest

The Gifted in Socioeducational Perspective.

Prentice-Hall, Inc., Englewood Cliffs, NJ 07632 (\$14.95)

Descriptors: Gifted; Educational Needs; Educational Programs; Psychological Characteristics; Administration; Exceptional Child Education; Definitions; Social Influences; Educational Philosophy; Rural Education; Research Reviews (Publications); Textbooks; Case Studies.

The text concerns social, psychological, and educational aspects of providing for the gifted from early age to the college level. It is explained that the emphasis of the book is on programmatic aspects of facilitating school learning by the gifted, and that it is illustrated with episodes from the author's experiences during 40 years of working with the gifted. Chapters cover the following topics (with sample subtopics in parentheses): the gifted as an area of concern (the retarded bright children); definition of the gifted (the task of the psychologist); social considerations (social need for the gifted); psychological considerations (characteristics of the gifted); philosophical considerations (a philosophy of education); specific philosophical impingements (teaching methods); educational considerations (background and developmental factors); administrative considerations (costs, early admission); instructional considerations (acceleration and enrichment); rural and compensatory aspects (the gifted in rural areas); research (research on education of the gifted); and a summary. Also included are a list of 24 topics for consideration and two case histories. (LS)

ABSTRACT 1615

EC 08 1615 ED N A
Publ. Date Mar 76 3p
Torrance, F. Paul
Give the Gifted Children of the World a Chance to Solve Future Problems.
Talents and Gifts, V18 N3 P22-24 Mar 76

Descriptors: Exceptional Child Education; Gifted; International Programs; Problem Solving; Cooperative Programs; Futures (Of Society); Program Proposals.

Described are some proposals for worldwide participation in getting gifted children actively involved in solving future problems. Suggestions offered include team competition in future problem solving, a battery of future problem solving tasks, and studies to determine what questions gifted children ask about the future. (SB)

ABSTRACT 1614

EC 08 1614 ED N A
Publ. Date Mar 76 3p
Tucker, James A.
Structure of Intellect Programming. Some Initial Considerations.
Talents and Gifts, V18 N3 P19-21 Mar 76

Descriptors: Exceptional Child Education; Gifted; Curriculum; Program Planning; Intelligence Tests; Test Interpretation.

Identifiers: Structure of Intellect Profile.

The Structure of Intellect profile is discussed in terms of planning educational programs for gifted students. The relationship of mental age to chronological age and the relationship of the Divergent Production score to other dimension scores are considered. (SB)

ABSTRACT 1613

EC 08 1613 ED N A
Publ. Date Mar 76 1p
Finley, Robert M.
What Are LEAS' Needs in Gifted/Talented Education From the Suburban Viewpoint?
Talents and Gifts, V18 N3 P13 Mar 76

Descriptors: Exceptional Child Education; Gifted; Elementary Secondary Education; Educational Programs; Suburbs; Program Planning; Delivery Systems.

Suburban educational programs for gifted and talented students are discussed in terms of strategies of preparation, barriers to be faced, and types of delivery systems. (SB)

ABSTRACT 1556

EC 08 1556 ED H9426
Publ. Date 75 227p
Renzulli, Joseph S.
A Guidebook for Evaluating Programs for the Gifted and Talented.
Ventura County Superintendent of Schools, California
Office of Education (DHEW), Washington, D.C. Office of the Gifted and Talented
EDRS mf, hc
Ventura County Superintendent of Schools, County Office Building, Ventura, CA 93001

Descriptors: Gifted; Program Evaluation; Models; Decision Making; Student Evaluation; Exceptional Child Education; Elementary Secondary Education; Guidelines; Conceptual Schemes; Bibliographies.

Intended for persons concerned with evaluation of programs for gifted children, the guidebook (in working draft form) provides information on purposes of program evaluation, evaluation models and concepts, designing an evaluation program, and selecting an evaluator. Pointed out are the author's biases against such practices as the overuse of the pretest/posttest approach to evaluation. In the first chapter the need and purpose of program evaluation are discussed, and special problems in evaluating programs for the gifted and talented are identified. Examined in the second chapter are five basic evaluation models and five concepts (such as formative vs. summative) of program evaluation. Detailed in the third chapter are examination of the decision-making process and four steps in developing an evaluation design (from front end analysis to the preparation of evaluation reports). The final chapter focuses on selecting an evaluator and negotiating an evaluation contract. Highlighted throughout the book are basic references to the topics under discussion. Additionally, bibliographies are provided on the following: evaluation issues, models, and methods; instrument source books; instrument construction, and measurement, statistics, and research design. Appended are sample instruments for assessing attitudes, student performance, and inservice training, and a sample evaluation contract. (DB)

ABSTRACT 1531

EC 08 1531 ED H19417
Publ. Date 75 17p
We Are Each Like the Unicorn, Unique and Rare: Human Individual Potentialities.
Kyrene School District 28, Tempe, Arizona.
Bureau of Elementary and Secondary Education (DHEW/OE) Washington, D.C.
EDRS mf, hc

Descriptors: Gifted; Program Descriptions; Talent Identification; Exceptional Child Education; Elementary Education; Educational Philosophy; Educational Programs; Creative Ability; Creative Thinking.

The proposed gifted and talented program for grades K-8 of the Kyrene School District (Tempe, Arizona) is described. It is explained that the program is based on a philosophy emphasizing human individual potentialities. The curriculum is said to be personalized, utilizing a seminar/resource center approach. Characteristics of exceptionally talented and gifted pupils are reviewed and multidimensional screening procedures are suggested. Considered are additional program components such as enrichment in the regular classes, a centralized resource center and special counseling for students and their parents. Essential teacher characteristics are listed as are myths and reality statements concerning talented and gifted students. (E1)

ABSTRACT 1486

EC 08 1486 ED H19412
Publ. Date Jan 76 16p
Educating the Gifted and Talented in New York State.
New York State Education Dept., Albany
EDRS mf, hc
Position Paper No. 23

Descriptors: Gifted; Educational Needs; State Programs; Exceptional Child Education; Early Childhood Education; Elementary Secondary Education; Definitions; Talent Identification; Educational Programs; Educational Objectives; Curriculum Design; Teacher Education; Financial Support.

Identifiers: New York.

Presented by the Regents of the University of the State of New York is a statement of policy and proposed action regarding education of the gifted and talented in New York State. Topics covered include the definition of giftedness, screening and identification procedures, goals and objectives of programming for the gifted, differentiating the curriculum, preparing the staff, and allocating resources. Ten recommendations are listed, including the need for school districts to establish districtwide committees to develop procedures for early screening and identification of the gifted and talented. (LS)

ABSTRACT 1485

EC 08 1485 ED H19 411
Publ. Date Jan 76 15p
Boyd, Kenneth A.

A Discussion of Gifted Education Programs for Charles County (Maryland).

EDRS mf,hc

Descriptors: Gifted*; Delivery Systems*; Educational Programs*; Public School Systems*; Exceptional Child Education; Elementary Secondary Education; Individualized Instruction; Enrichment; Acceleration; Special Classes; Special Schools; Ability Grouping; Political Influences; Academic Achievement; Administration; Cost Effectiveness.

Identifiers: Maryland (Charles County);

Discussed is the responsibility of a public school system to provide for the education of gifted children, and evaluated are alternative approaches toward meeting this responsibility. Examined and compared in terms of academic effectiveness, administrative practicability, political acceptability, and economic feasibility are the following approaches: individualized instruction, enrichment, acceleration, separate classes, and separate schools. It is concluded that the homogeneous grouping of gifted children on the basis of their ability in one or more schools for instruction purposes is the optimum approach. (Author/LS)

ABSTRACT 1452

EC 08 1452 ED N. A.
Publ. Date Mar 75 21p

Khatena, Joe
Educating the Gifted Child: Challenge and Response in the U.S.A.

EDRS mf,hc

Paper presented at the World Conference on Gifted And Talented (London, England, September, 1975) and West Virginia Unit Association of Teacher Educators Annual Conference (Charleston West Virginia, November, 1975).

Descriptors: Gifted*; Talent Identification*; Creative Ability*; Educational Methods*; Educational Trends*; Exceptional Child Education; Elementary Secondary Education; Trend Analysis; Student Evaluation; Creative Thinking; Educational Programs; Special Education; Educational Needs.

Considered in the paper are past and current developments in the education of gifted and talented students in the United States. Discussed are the following aspects: identification (including specific evaluations of giftedness, and distinctions between creativity and IQ); programming methods and approaches (such as creative problem solving techniques and creative thinking operations); problems of the highly gifted (including confrontations with peers brought on by nonconformity and independence); support for special educational opportunities (such as the establishment of the Office of Education for the Gifted and Talented and the National Leadership Training Institutes); and implications and future directions (including an increase in teacher training programs for the gifted and talented, and the development of technical assistance centers) (CI)

ABSTRACT 1408

EC 08 1408 ED N. A.
Publ. Date Mar 76 6p.

Williams, Ralph Jerry.
Oliver, E. Eugene.

What's Happening? A Perspective on Programs for Academically Talented Students.

National Association of Secondary School Principals Bulletin (NASSP); V60 N398 P77-82 Mar 76

Descriptors: Exceptional Child Research; Gifted*; Secondary Education; Surveys*; Program Effectiveness*; Administration; Educational Trends*; Followup Studies; Educational Programs*.

To determine the present status of secondary school programs for academically talented students, 120 schools considered (in 1961) to be leaders in the development of programs for the gifted were surveyed. The survey covered four general areas: school characteristics, special programs, the administration, and the results of the programs. Among findings were that 50.7% of the respondents had discontinued special programs and activities for the academically talented, that the major reason for discontinuance was lack of funds, and that 75% of the schools which still maintained special programs considered them effective (LS)

ABSTRACT 1407

EC 08 1407 ED N. A.
Publ. Date Mar 76 10p

Bernal, Ernest M., Jr.

Gifted Programs for the Culturally Different.

National Association of Secondary School Principals Bulletin (NASSP); V60 N398 P67-76 Mar 76

Descriptors: Exceptional Child Education; Multiply Handicapped; Gifted*; Cultural Differences*; Secondary Education; Educational Programs*; Educational Needs; Identification; Career Education; Counseling; Teacher Characteristics; Program Evaluation.

Secondary programs for the gifted, culturally different child are discussed in terms of identification, distinctive features (such as advanced bilingual education programs), career education, and counseling, teacher characteristics, and suggested areas of program evaluation (LS)

ABSTRACT 1406

EC 08 1406 ED N. A.
Publ. Date Mar 76 7p

Milne, Bruce G.

What Is the Best Approach? Programs for the Gifted in Rural Areas.

National Association of Secondary School Principals Bulletin (NASSP); V60 N398 P60-66 Mar 76

Descriptors: Exceptional Child Education; Gifted*; Rural Education*; Individualized Instruction; Educational Programs*.

Because rural schools generally have few gifted students, administrators should provide individualized programming to remove the apathy of gifted youth (LS)

ABSTRACT 1405

EC 08 1405 ED N. A.
Publ. Date Mar 76 7p

McWilliams, Earl M.

Using Available Resources: Programs for the Suburban Gifted.

National Association of Secondary School Principals Bulletin (NASSP); V60 N398 P53-59 Mar 76

Descriptors: Exceptional Child Education; Gifted*; Secondary Education; Community Resources*; Suburbs*; Educational Programs*.

Identifiers: Pennsylvania;

A discussion of the use of community resources in high school programs for the suburban gifted includes examples of science seminars, a humanities program, and a special philosophy course offered in Pennsylvania. (LS)

ABSTRACT 1404

EC 08 1404 ED N. A.
Publ. Date Mar 76 4p

Sholseth, Richard D.

Some Commonalities: Programs for the Urban Gifted.

National Association of Secondary School Principals Bulletin (NASSP); V60 N398 P49-52 Mar 76

Descriptors: Exceptional Child Education; Gifted*; Educational Programs; Program Effectiveness*; Urban Education*; Program Planning*.

Identifiers: California.

Using California programs as an example, the author explains that to be effective, programs for the urban gifted need strong leadership, program definition and articulation, inservice education, and local guidelines (LS)

ABSTRACT 1402

EC 08 1402 ED N. A.
Publ. Date Mar 76 5p

Ginsburg, Gina

Parent/Community Resources. Partnership in Program for Gifted.

National Association of Secondary School Principals Bulletin (NASSP); V60 N398 P38-42 Mar 76

Descriptors: Exceptional Child Education; Gifted*; Early Childhood Education; Elementary Secondary Education; Enrichment*; Parent Associations*; Educational Programs.

Identifiers: New Jersey.

Described are activities of the Gifted Child Society, Inc., a nonprofit parent organization in New Jersey focused on, is the Saturday Workshop, an enrichment program which has served more than 10,000 students from preschool to high school. (LS)

ABSTRACT 1401

EC 08 1401 ED N. A.
Publ. Date Mar 76 10p

Stanley, Julian C.

The Student Gifted in Mathematics and Science.

National Association of Secondary School Principals Bulletin (NASSP); V60 N398 P28-37 Mar 76

Descriptors: Exceptional Child Education; Gifted*; Elementary Secondary Education; Higher Education; Talent Identification*; Program Descriptions; Mathematics*; Sciences*; Acceleration*; Program Effectiveness; Case Studies;

The Study of Mathematically Precocious Youth at The Johns Hopkins University is discussed in terms of means of identifying students gifted in math and science, educational alternatives (acceleration) offered participants, results of the program, and an illustrative case study. (LS)

ABSTRACT 1323

EC 08 1323 ED N. A.
Publ. Date 75 353p
Taylor, Irving A., Ed.
Getzels, Jacob W., Ed.
Perspectives in Creativity.
Aldine Publishing Co., 529 South Wabash Ave., Chicago, IL 60605 (\$14.75)

Descriptors: Exceptional Child Education; Gifted*; Creativity*; Research Reviews; Publications*; Theories*; Trend Analysis; Research and Development Centers; Models; Talent Identification; Creative Development; Art; Program Descriptions*; Creative Ability; Creative Expression.

Presented is an anthology of 14 original papers by authors noted to be the most prominent investigators in the field of creativity. Following an introductory chapter which provides a survey of the study of creativity from the nineteenth century to the present (I. A. Taylor), the first group of chapters reflects programmatic and empirical perspectives which include descriptions of the Structure of Intellect Model (J. P. Guilford), the research program at the Institute of Personality Assessment and Research (J. W. Getzels and M. Csikszentmihalyi), and social and psychological factors which influence the creative process (F. M. Andrews). More individual-clinical perspectives are considered in the next three chapters on techniques used to reduce alienation and free the imagination (F. Barron), initial studies of the sources and development of paintings as reported by 20 artists (A. Roe), and motivations and conditions underlying creativity (S. Maddi). Reflecting more applied perspectives, the final group of chapters includes papers on the development of the Utah program of assessment and intervention with its current focus on creativity of children in the classroom (C. Taylor and R. Ellison); work on "brainstorming" which emphasizes balance between imagination and judgment, freedom and discipline (S. Parnes); the development of "sybectics" and its application to creative production in industry (G. Prince); creativity research in education (E. P. Torrance); and a theory of transactualization which operates as a systematic approach to the investigation of creative processes with implications for leadership (Taylor). A final chapter summarizes the development of creativity research and offers some speculations regarding future lines of inquiry (Getzels). (SB)

ABSTRACT 1295

EC 08 1295 ED 117906
Publ. Date May 75 326p
Thompson, Charles P.
The Development and Implementation of Elementary School Gifted Program Guidelines.
EDRS mf;hc
Maxi II Practicum Report

Descriptors: Gifted*; Program Descriptions*; Program Evaluation*; Curriculum Development*; Student Characteristics*; Exceptional Child Education; Elementary Education; School Districts; Educational Objectives; Guidelines; Identification; Administration; Behavior Rating Scales.
Identifiers: California (Sacramento)*

Described are the development, implementation, and evaluation of guidelines for a program serving gifted children in two Sacramento, California, elementary schools. Considered are the following major topics: rationale for mentally gifted minor programs, mentally gifted minor characteristics, identification of mentally gifted minors, program development, writing the local school program, program personnel responsibilities, and a management time frame for program development and implementation. The major portion of the document consists of appendixes including minutes of the gifted program advisory committee, a list of learner objectives, the written plan for one school program, a student evaluation of the program, a questionnaire for teachers, letters, and the final draft of the Sacramento City Mentally Gifted Program which includes the Teacher Indicator of Potential (TIP) rating scale. (DB)

ABSTRACT 1287

EC 08 1287 ED N. A.
Publ. Date Spr 76 2p
Walker, Joseph J.
Genies in the Magic Bubble.
Teaching Exceptional Children, V8 N3 P110-111 Spr 1976

Descriptors: Gifted*; Creativity*; Creative Expression*; Class Activities*; Exceptional Child Education; Intermediate Grades; Audiovisual Aids; Student Projects;

Described is the use of the "magic bubble," a transparent plastic structure on which multiple images may be projected and viewed from the inside, with a group of gifted fifth and sixth graders. The use of the magic bubble with student-developed visuals and sound tracks is noted to provide an atmosphere for creative activities and expression. (SB)

ABSTRACT 1265

EC 08 1265 ED N. A.
Publ. Date Win 75/76 3p
Kohn, Jackie.
Going to School on Saturday...and Liking It.
Early Years Parent, P45-47 Win 75/76

Descriptors: Exceptional Child Education; Gifted*; Preschool Education; Primary Education; Workshop*; Enrichment*; Program Descriptions*;

Curriculum*; Student Centered Curriculum*;

Described is a Saturday workshop program designed to give gifted children (in preschool to sixth grade) the kind of intellectual stimulation that will keep them interested in learning. It is noted that the curriculum is drawn directly from the interests of the students and that lessons on a typical day may range from finger-painting to bone surgery. (SB)

ABSTRACT 1284

EC 08 1284 ED N. A.
Publ. Date Apr 76 2p
Hall, Eleanor.
What Will Be? A Summer Program for Gifted Students.
Innovator, V7 N8 P1-3 Apr 76

Descriptors: Exceptional Child Education; Gifted*; Junior High Schools; Summer Programs*; Career Education*; Field Trips*;

A 2-week summer program for gifted junior high school students is held at the University of Michigan by The Gifted Students Institute for Research and Development to allow students to explore career possibilities. Students are given aptitude and interest inventories, and participate in field trips to places such as the university chemistry department, the law school, and an automobile assembly plant. Affective goals of the program include improving self concept, providing social experiences, and encouraging emotional independence. (DB)

ABSTRACT 1192

EC 08 1192 ED N. A.
Publ. Date Mar 75 4p
Smith, Linda Gramatky.
Help Wanted: You Say Your Child Is Bright?
Bates College Alumnus Bulletin, N7 P30-33 Mar 75

Descriptors: Exceptional Child Education; Gifted*; Educational Programs*; Teacher Role*; Parent Role*; Educational Needs; Social Adjustment*;

Intended for parents and teachers of gifted children, suggestions are provided for helping a gifted child at home, in school, and with his friends. Areas covered include discipline, reading, encouragement of abstract reasoning, and relationships with friends. Also discussed are the gifted child's right to appropriate educational opportunities and special school programs which involve teachers, parents, and students. (SB)

ABSTRACT 1186

EC 08 1186 ED N. A.
Publ. Date 1976 6p
Sikk, Dorothy.
Humanism As It Applies to Gifted Children.
Talents and Gifts, V18 N2 P25-30 Jan 76

Descriptors: Exceptional Child Education; Gifted*; Elementary Secondary Education; Enrichment*; Educational Philosophy; Affective Behavior*; Self Concept*; Interpersonal Relationship*; Humanistic Education*; Lesson Plans*;

Discussed is the application of humanistic and affective educational principles in a Saturday morning enrichment program for gifted children from 4 to 17 years of age. Lesson plans are given for 10 "Encounter Lessons" which emphasize each pupil's thinking about who he is, who he could be, and who he is in relation to others. (DB)

ABSTRACT 1185

EC 08 1185 ED N A
Publ. Date Jan 76 4p
Cooke, Gwendolyn J.
Alternative Programming for the Gifted Through the University Without Walls.

Talents and Gifts, V18 N2 P18-21 Jan 76

Descriptors: Exceptional Child Education; Gifted*; Post Secondary Education*; Innovation*; Community Resources; Educational Needs; Educational Philosophy*; Program Descriptions*; Educational Alternatives.

The University Without Walls (UWW) project offers gifted high school graduates and others the opportunity to design their own collegiate learning programs from community and college resources. Features of the UWW which the gifted might find appealing include (a) a heterogeneous student population (age range, sex, and race of the student population are different from that found at typical 4-year colleges), (b) a flexible curriculum tailored to meet individual student needs, (c) the use of an advisor system that acknowledges accountability, (d) the development of new program assessment procedures which includes student input (DB)

ABSTRACT 1129

EC 08 1129 ED N A
Publ. Date 76 256p
Neff, Herbert
Pilch, Judith
Teaching Handicapped Children Easily: A Manual for the Average Classroom Teacher Without Specialized Training.
Charles C Thomas, 301-327 E Lawrence Ave., Springfield, IL 62703 (\$11.75)

Descriptors: Exceptional Child Education; Handicapped Children*; Gifted*; Elementary Secondary Education; Textbooks; Educational Methods*; Special Education*; Teaching Methods*; Definitions; Teacher Characteristics; Teacher Qualifications; Effective Teaching; Motivation; Class Management.

Intended for teachers or teacher trainees with little or no formal training in special education, the text provides an overview of methods and techniques used with exceptional children. The initial four chapters cover definitions, characteristics, and common problems (such as attention deficits, feelings of rejection, and difficulties with abstract thinking and symbolization). The role of the teacher in diagnosing individual learning problems and skills is examined. Basic teaching methods and principles (including providing many short but frequent repetitions and using a minimum of language)

are described, and such organizational procedures as team teaching and small group instruction are reviewed. Emphasized is the importance of individualization. Also considered are the effects of motivation, competition, and grades on pupil performances. General classroom management procedures are examined in a discussion of discipline and behavior modifications. The identification and education of gifted students are discussed. Characteristics of effective teachers are analyzed, and a final section touches upon the concept and practice of excellence in education. (CI)

ABSTRACT 1121

EC 08 1121 ED 117886
Publ. Date 75 49p
Boston, Bruce, Ed
Gifted and Talented: Developing Elementary and Secondary School Programs.
The Council for Exceptional Children, Reston, Va.
National Institute of Education (DHEW), Washington, D C
EDRS mf, hc

The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (\$3.00)

Descriptors: Gifted*; Program Development; Talent Identification; Exceptional Child Education; Elementary Secondary Education; Values; Administration; Grouping (Instructional Purposes); Bibliographies; Research Reviews (Publications).

Examined in five papers are issues involved in developing elementary and secondary school programs for the gifted and talented. Emphasized by E. Drews is the need for educating the gifted and talented toward more humanizing values, and reviewed are examples of experimental curricula and learning environments. A national administrator's perspectives on such problems as grouping procedures and community abdication of responsibility to the gifted and talented are presented by B. McLaughlin. Cited by A. Baldwin are teaching strategies for gifted disadvantaged students. Considered in B. Boston's paper are methods of identifying gifted and talented pupils and organizing programs. The roles of change agents and facilitators are among the topics covered in an interview with J. Gallagher. Listed are 21 current publications on the gifted and talented, and provided is a bibliography of approximately 150 references on such topics as creativity, guidance and counseling, and teacher training. (For related information, see EC 08 1120) (CI)

ABSTRACT 1120

EC 08 1120 ED 117885
Publ. Date 75 97p
Boston, Bruce, Ed
A Resource Manual of Information on Educating the Gifted and Talented.
The Council for Exceptional Children, Reston, Va.
National Institute of Education (DHEW), Washington, D C
EDRS mf, hc

The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (\$3.95)

Descriptors: Gifted*; Resource Guides*; Information Dissemination*; Educational Trends*; Exceptional Child Education; Exceptional Child Research; Elementary Secondary Education; Directories; Publications; Program Planning; Talent Identification; Organizations (Groups).

Provided in the manual on educating the gifted and talented are directories of federal, state, and national resources, seven papers on the state of the art, and information on such other resources as films and state level parent organizations. The state of the art is examined in the following papers: "The Federal Role in the Education of the Gifted and Talented" (staff of the Office of Gifted and Talented, U. S. Office of Education); "Education of the Gifted and Talented: A Brief Report on the State of the Art" (D. Jackson); "A Backward and Forward Glance at the Gifted" (A. Tannenbaum); "Program Planning for the Gifted" (J. Runyon); "Teachers for the Gifted" (M. Freehill); "Analyses and Identification of Giftedness in Mexican American Children: A Pilot Study" (E. Bernal), and "The National/ State Leadership Training Institute on the Gifted and Talented: A Sketch of Futures Present, and Past" (I. Sato et al). Among other resources described are approximately 70 films of such aspects as teacher awareness and creativity. (For related information, see EC 08 1121) (CI)

ABSTRACT 1020

EC 08 1020 ED N A
Publ. Date Jan 76 6p
Herr, Edwin L.
Career Education for the Gifted and Talented: Some Observations.
Peabody Journal of Education, V53 N2 P98-103 Jan 76

Descriptors: Exceptional Child Education; Gifted*; Elementary Secondary Education; Career Education; Definitions; Educational Needs; Program Planning.

Discussed are issues in planning career education programs for gifted and talented children. Listed are nine characteristics of career education, and offered is a definition of gifted and talented children. Six key issues are identified, such as whether there are ideal careers for the gifted and the role of parent education. A paucity of career education programs for the gifted and talented is seen to exist with program implications such as the need for training in career decision-making skills. (DB)

ABSTRACT 938

EC 08 0938 ED 116430
Publ. Date Oct 75 15p
Khatena, Joe
Creative Imagination and What We Can Do to Stimulate It.
EDRS mf, hc
Paper presented at the National Association for Gifted Children, 22nd, Chicago, Illinois, October, 1975.

Descriptors: Gifted*; Imagination*; Imagery*; Creative Thinking*; Teaching Methods*; Exceptional Child Education; Creative Ability;

Suggested are ways to stimulate imagination, creativity, and imagery in children. Recommended for developing imagination are the thinking strategies of breaking away from the usual and commonplace; restructuring familiar elements; and synthesizing elements. Discussed are the production of creative analogies (such as personal, direct, symbolic, and fantasy analogies). The use of figures of speech (such as simile, metaphor, and personification) is seen to foster imagery. Implications of imagery research and creative thinking strategies for teachers are noted. (DB)

ABSTRACT 873

EC 08 0873 ED N. A.
Publ. Date 75 251p.
Graham, Richard M., Comp.
Music for the Exceptional Child.
Music Educators National Conference.
1902 Association Drive, Reston, VA
22091. (\$7.50)

Descriptors: Exceptional Child Education*; Handicapped Children*; Gifted*; Literature Reviews*; Music*; Special Education*; Teaching Methods*; Speech Handicapped; Aurally Handicapped; Visually Handicapped; Mentally Handicapped; Emotionally Disturbed; Learning Disabilities;

A compilation of 13 papers is noted to provide help for the music educator who encounters exceptional children in regular or special classes but who lacks formal training in special education. Three general papers on special music education are contributed by R. M. Graham, M. L. Flick, and S. Nocera and cover such topics as historical background, enhancement of self image, communication and perceptual-motor skills development, techniques for working with handicapped children and the preparation of the special education music teacher. Included are 10 entries regarding specific areas of exceptionality: speech handicapped (H. F. Galloway, Jr.), hearing impaired (two papers by E. M. Edwards and P. S. Kapla), the blind or partially sighted (R. M. Graham), mentally retarded (D. Cypret), emotionally disturbed (R. M. Graham), learning disabled (two papers by M. F. Phipps and B. Welsbacher), and gifted (M. M. Vaughan). A program for the mentally retarded is described by R. T. Scoggins, Jr. as involving rhythmic movement, singing, instrumental performance, listening, creativity, and musical awareness. Appended in outline form is information on 34 instructional units which include each unit's goals, handicapping conditions, objectives, learning experiences, and resources. (SB)

ABSTRACT 846

EC 08 0646 ED 115 064
Publ. Date Fall 75 11p.
Connecticut's State Plan for the Education of the Gifted and Talented: 1975-1980.
Connecticut State Dept. of Education.

Hartford, Bureau of Elementary and Secondary Education.
EDRS mf;hc
Working Draft.

Descriptors: Gifted*; Program Proposals*; Educational Objectives*; Evaluation*; Exceptional Child Education; Talent Identification; State Programs; State Legislation; Administration; Inservice Teacher Education;

Identifiers: Connecticut; Needs Assessment;

Presented is a revised working draft of Connecticut's 5-year (1975-1980) state plan for the identification and education of the gifted and talented (GT). Briefly discussed in the first three sections are an overview and position statement (concerning legislation, administration and personnel); projected needs assessment; goals, objectives, and implementation strategies (such as planning inservice training programs, collecting and evaluating data on effective programming for GT students, and securing needed funding and technical assistance). (LH)

ABSTRACT 645

EC 08 0645 ED 115 063
Publ. Date 75 15p.
Vassar, William G.
Connecticut's In-Service Training Program Model for Professional Personnel in the Education of the Gifted and Talented.
Connecticut State Dept. of Education.
Hartford, Bureau of Elementary and Secondary Education.
EDRS mf;hc

Descriptors: Gifted*; Inservice Teacher Education*; Evaluation Methods*; Program Planning*; Exceptional Child Education; Educational Objectives; Professional Education;

Identifiers: Connecticut;

Presented is a model plan for inservice training of professional personnel who work with gifted and talented children in Connecticut. Discussed are such aspects as basic philosophical assumptions regarding the use of human resources, teaching strategies, and background knowledge; and the design and implementation of inservice training programs (including needs assessment, evaluation, and coordination). An instrument to aid local school districts in evaluating current and proposed inservice training programs is described, and an explanatory chart and sample assessment forms are provided. (LH)

ABSTRACT 643

EC 08 0643 ED 115 061
Publ. Date Apr 75 15p.
Wertz, Robert D.
Kester, Donald L.
The Design, Evaluation, and Educational Program Audit of a District-Wide K-12 Mentally Gifted Minor Program.
Los Angeles County Superintendent of Schools, California.
Rowland School District, Rowland Heights, California.
EDRS mf;hc

Descriptors: Gifted*; Program Evaluation*; Staff Role*; Educational Accountability*; Performance Criteria*; Exceptional Child Education; Elementary Secondary Education;

Identifiers: California; Rowland Unified School District;

Presented is a paper, delivered at the 1975 Annual International Convention of The Council for Exceptional Children, on planning and implementing an educational program audit for gifted students (K-12) of the Rowland Unified School District in California. Briefly explained in the introduction are the roles of the district evaluator and the county program auditor. A question and answer format is utilized in Section II to provide an overview of the audit process (including purpose and definition of the audit, professional role of the auditor, and stages such as developing performance objectives and effective evaluation systems). Sections III, IV, and V deal with steps in implementing one program audit plan; recommendations for improving future evaluation and program audit procedures (such as better coordination and timing of on-site visits); and program audit advantages (such as no-cost program evaluation by an external expert and identification of needed program improvements). Provided is a bibliography of approximately 40 references on educational program evaluation and audit. (LH)

ABSTRACT 642

EC 08 0642 ED 115 060
Publ. Date Feb 75 18p.
Olson, Thomas A.
Raising Consciousness of Key Publics About the Needs of Gifted and Talented.
National/State Leadership Training Institute on the Gifted and Talented, Los Angeles, California.
EDRS mf;hc

Descriptors: Gifted*; Educational Needs*; Public Relations*; Information Dissemination*; Discriminatory Attitudes (Social)*; Exceptional Child Education; Talent Identification; Conference Reports; Educational Alternatives; Regular Class Placement; Public Opinion; Child Advocacy; Equal Education;

Presented is the report of a 1974 planning conference on raising public consciousness about the needs of the gifted and talented (GT). Noted are the following major conference purposes: to increase interorganizational awareness of activities to expand opportunities for GT individuals; to identify mechanisms for improving public awareness of GT needs; and to identify critical messages and constraints in communicating with key audiences. Cited are constraints (mistaken assumptions) which prevent commitment to and implementation of better programs and services for GT children (such as lack of public understanding that GT pupils need special differentiated help; that special services need not be costly; that programs can be provided within the educational mainstream; and that GT students exist among various

racial, ethnic, and socioeconomic groups). Stressed is the need for advocacy and communication efforts to be targeted to key state and local decision makers (such as board of education members and legislators), parents, and regular classroom teachers. Recommendations for further action include development and distribution of a communication matrix (a sample matrix chart is provided) of GT advocacy organizations together with solicitation of input from key representatives outside the advocacy groups. The conference agenda and a list of participants are appended. (LH)

ABSTRACT 582

EC 08 0582 ED 115 050
 Publ. Date Jul 74 97p.
 Roth, John.
 Sussman, Susan.
Educating Gifted Children.
 York Borough Board of Education, Toronto (Ontario), Canada.
 EDRS mf:hc

Descriptors: Gifted*; Talent Identification*; Program Planning*; Grouping (Instructional Purposes)*; Administration*; Exceptional Child Education; Elementary Secondary Education; Literature Reviews; Educational Needs; Effective Teaching; Acceleration; Early Admission; Nongraded Classes; Enrichment; Independent Study;

Presented is a review of literature and research on identification, personality and educational needs, and effective programming for gifted children. Among the topics discussed are the difficulties of defining giftedness operationally, pros and cons with regard to using intelligence tests and informal teacher assessment to identify the gifted, factors that may encourage or inhibit the development of gifted students' potential (such as individualized instruction and negative societal attitudes), and the administrative framework of a special education program for the gifted. Focused on in a section on types of programs for gifted children are acceleration (including early admission, ungraded instruction, and gaining university credits in secondary school); homogeneous and heterogeneous grouping; and forms of enrichment (such as formal programs, independent study, and use of community resources). Suggestions are offered for planning a systemwide educational program to stimulate outstanding achievement. Also provided is a bibliography listing approximately 50 references on the gifted. (LH)

ABSTRACT 534

EC 08 0534 ED N. A.
 Publ. Date Dec 75 8p.
 Cronbach, Lee J.
 Webb, Norcen.
Between-Class and Within-Class Effects in a Reported Aptitude x Treatment Interaction: Reanalysis of a Study by F. L. Anderson.
Journal of Educational Psychology, V67 N6 P717-724 Dec 75

Descriptors: Exceptional Child Research; Learning Disabilities*; Gifted*; Interme-

diate Grades; High Achievers*; Aptitude*; Teaching Methods*; Mathematics; Academic Achievement; Research Design*;

The authors reanalyzed G. L. Anderson's study comparing the use of two styles of arithmetic instruction with overachievers and underachievers in 18 fourth-grade classes. Anderson reported finding an interaction of drill and meaningful methods of arithmetic instruction with student ability and achievement; drill was superior for overachievers and meaningful instruction for underachievers. Pretest measures were the Minnesota School Ability Test and the Compass Survey Test. In a reanalysis to separate between-class and within-class components of the outcome on aptitude regression, the aptitude x treatment interaction finding disappeared. An apparent interaction in the between-class analysis was dismissed as unreliable. No interaction was found within classes. (Author/SB)

ABSTRACT 465

EC 08 0465 ED N. A.
 Publ. Date Win 75 6p.
 Hymes, Rita M.
 Bullock, Franklin O.
Alternative Schools: Answer to the Gifted Child's Boredom.
Gifted Child Quarterly, V19 N4 P340-345 Win 1975

Descriptors: Gifted*; Program Evaluation*; Student Attitudes*; Age Differences*; Educational Alternatives*; Exceptional Child Research; Secondary Education; Enrichment; Counseling; Self Concept;

A study involving 30 gifted junior and senior high school students was conducted to evaluate the effects of two alternative school programs. Ss participated in academically enriched and group-counseling programs within their regular schools. Data from the counseling sessions and questionnaires completed by the Ss were used to analyze the programs' effects on self concept and attitudes toward school, and to determine the differences in attitudes between junior and senior high school students. Findings showed that senior high students had a significantly more positive attitude toward school and toward their achievement after program completion, while no significant change in attitude toward school or self was indicated for the junior high students. (SB)

ABSTRACT 317

EC 08 0317 ED N. A.
 Publ. Date Win 76 5p.
 Vautour, J. A. Camille.
Discovering and Motivating the Artistically Gifted LD Child.
Teaching Exceptional Children, V8 N2 P92-96 Win 1976

Descriptors: Learning Disabilities*; Gifted*; Art*; Reading Skills*; Teaching Methods*; Exceptional Child Education; Multiply Handicapped; Motivation*; Talent Identification;

Four learning disabled students identified as artistically gifted participate in a reading program in which they write and illustrate stories and use an audio dictionary to practice new vocabulary. (C.)

ABSTRACT 277

EC 08 0277 ED N. A.
 Publ. Date Dec 75 3p.
 Ramos, Suzanne.
Don't Forget the Gifted.
 Teacher, V93 N4 P46-48 Dec 75

Descriptors: Exceptional Child Education; Gifted*; Educational Programs*; Incidence*; Individual Characteristics*; Educational Alternatives; Emotional Problems; Underachievers; Teaching Methods;

The incidence of educational programs for, and characteristics of intellectually gifted children, are discussed. Topics covered include educational alternatives (such as self pacing programs and early intervention), partial programs (enrichments in particular subjects), problems of gifted underachievers (poor self image and feelings of being different), and classroom strategies (individualized activities). (SB)

ABSTRACT 221

EC 08 0221 ED 113 889
 Publ. Date 75 15p.
 McWilliams, Earl M.
Intermediate Unit Programs for the Gifted, 1975-1976.
 Bucks County Intermediate Unit 22, Doyleston, Pa.
 EDRS mf:hc

Descriptors: Gifted*; Educational Programs*; Talent Identification*; State Standards*; Student Evaluation*; Exceptional Child Education; Exceptional Child Services; Guidelines; Services; Demonstration Projects; Check Lists; Resource Centers; Instructional Materials; Teacher Qualifications;

Identifier: Pennsylvania (Bucks County), Informal Assessment;

Bucks County, Pennsylvania intermediate unit (IU) programs for the gifted are discussed in terms of Pennsylvania standards for the gifted, pupil selection methods, and IU services for the gifted and talented. Among topics covered in a section on program standards are guidelines for selecting gifted pupils (from kindergarten through the grades); organizational patterns (such as independent study, tutoring, and small group instruction); special instructional materials; and personnel certification requirements. Briefly explained are methods for pupil selection such as observation of personal qualities, identification of superior readers, and criteria (including social or economic deprivation and learning disabilities) for exceptions to the minimum IQ requirement of 130. Descriptions of the IU services provided include seven types of pilot programs in such areas as humanities, special interest enrichment programs, philosophy, and mathematics; art scholarships for talented 10th and 11th grade pupils; and a resource center which houses media and curricular materials as well as a professional library on the gifted and talented. Appended are a worksheet to record multiple data for pupils, and sample checklists to screen for giftedness, evaluate personal qualifications, and identify superior reading skills. (SB)

ABSTRACT 218

EC 08 0218 ED 112 632
Publ. Date 75 58p.
Brandwein, Paul F.
Teaching Gifted Children Science in Grades Seven Through Twelve.
California State Dept. of Education, Sacramento.
Bureau of Elementary and Secondary Education, Washington, D.C.
EDRS mf;hc

Descriptors: Gifted*; Sciences*; Curriculum Development*; Teaching Guides*; Independent Study*; Exceptional Child Education; Secondary Education; Skill Development; Individual Characteristics; Teacher Role;

One of a series of publications for teachers, consultants, and administrators, the guide offers recommendations for curriculum development and science instruction for gifted students in grades 7-12. Discussed in the introductory chapter is creation of a school environment that fosters skills of interdependence (communication with other scientists) as well as independent inquiry. Chapter 2 deals with characteristics and identification of gifted secondary students, the teacher's role in stimulating scientific interest, differences between conventional and singular giftedness, and the functions of the lecture and investigative approaches. Among the topics explored in a chapter on curricular strategies are types of curricula (such as the learning activity package or LAP program), a conceptually based curriculum, and instruction in investigative arts. A final chapter focuses on independence training, designing and evaluating LAPs for the junior high curriculum, and a consortium module for senior high curricula. (For related information, see EC 05 0876-78, EC 05 1699, EC 05 2456, EC 05 2631-32, EC 06 0220, EC 06 1311-12, EC 07 0972, and EC 07 0973.) (LH)

ABSTRACT 217

EC 08 0217 ED 112 631
Publ. Date May 75 23p
Christensen, Genelle
Guidelines for Gifted/Talented Programs.
Idaho State Dept of Education, Boise
EDRS mf;hc

Descriptors: Gifted*; State Programs*; Guidelines*; Educational Programs*; Program Planning*; Exceptional Child Education; Definitions; Talent Identification; Evaluation; Educational Alternatives; Personnel Selection; Program Budgeting;

Identifier: Idaho*;

Presented are guidelines for planning, establishing, and operating gifted/talented programs for exceptional children in Idaho. Topics are outlined which include definitions of terms related to gifted/talented education; general and specific program criteria; criteria for student selection (identification, comprehensive evaluation/assessment, additional considerations, and due process and confidentiality); program alternatives (special group arrangements) and general guidelines, personnel requirements (teacher

traits and characteristics, teacher qualifications, inservice education, parent programs, and programs for mentors); time line for implementation; evaluation (general principles, general areas, and techniques); budget and finance (income, income generated by students, and accounting for funds). Also provided is an appendix listing tests useful in diagnosing the following areas of gifted/talented ability: academically gifted, creative or productive thinking, leadership ability, visual, or performing arts, and manipulative skills. (\$B)

ABSTRACT 176

EC 08 0176 ED 112 627
Publ. Date 75 39p.
Educating the Gifted in California Schools.
California State Dept. of Education, Sacramento.
EDRS mf;hc
Bureau of Publications Sales, California State Department of Education, P. O. Box 271, Sacramento, CA 95802 (\$1.25)
In Two Parts. Part I: Plan for the Education of Gifted Individuals in California Schools. Part II: Report of the Blue Ribbon Committee for Education of The Gifted.

Descriptors: Gifted*; Program Planning*; Administrative Policy*; Curriculum Design*; Educational Objectives*; Exceptional Child Education; Elementary Secondary Education; Administrator Role; State Departments of Education; Staff Improvement; Educational Needs; Legislation; Financial Support;

Identifier: California;

Presented is a two-part report on educating the gifted in California schools. Included in part one on program planning are brief sections on goals, proposed legislation, the role of the Gifted and Talented Education Management Team, a 3-phase proposal for implementing work plans (in such areas as management, preservice and inservice training, research and evaluation), and experimental programs for gifted disadvantaged students. Considered in part two are portions of a blue ribbon committee report that deal with general philosophy; a definition of gifted individuals (in terms of intellectual, leadership, and creative abilities); major program goals; basic needs (including multiple learning options); program principles in the areas of counseling, curriculum design, and staff development; and program recommendations regarding aspects such as evaluation, individualized instruction, parental involvement, funding, and staffing ratios. Provided is a chart relating program principles and recommendations; and appended are lists of blue ribbon committee, planning team, and department of education staff members. (LH)

ABSTRACT 174

EC 08 0174 ED 112 626
Publ. Date 74 49p.
Barnes, Milford E.
The Gifted Child: Today and Tomorrow.
Pennsylvania Association for the Study

and Education Of the Mentally Gifted, Monroeville, Pa.
EDRS mf;hc
Highlights of the 1974 PASEMG Conference at Pennsylvania State University.

Descriptors: Gifted*; Curriculum Development*; Creativity*; Parent Role*; Teacher Role*; Parent Associations; Exceptional Child Education; Program Planning; Research Reviews (Publications); Legislation; Financial Support; Conference Reports;

Reported are the proceedings from a 1974 conference on programing for gifted children which was sponsored by the Pennsylvania Association for the Study and Education of the Mentally Gifted. Reviewed in a keynote address by J. Gowan are 12 outstanding research studies conducted during the past 25 years regarding identification and education of gifted students, and discussed are curricular models for stimulating their development and creativity. Discussed in a section on parent involvement are state and federal legislation, funding and special education policies concerning programs for the gifted (N. Bingham), procedures for launching parent groups (S. Gutin and R. Manning); and suggestions for fostering giftedness, insuring appropriate public school opportunities, and raising the gifted child in a single parent family (J. Gowan). A final section on teacher involvement contains three brief papers on humanities (J. Farr); stimulating creativity (L. Roslund and M. Stitt); and guidance for teachers. (LH)

ABSTRACT 172

EC 08 0172 ED 112 625
Publ. Date 75 90p.
Khatena, Joe.
Project Talented and Gifted Second Evaluation Report: ESEA Title III, Region II.
West Virginia State Dept of Education, Charleston.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf;hc

Descriptors: Gifted*; Program Evaluation*; Program Descriptions*; Demonstration Projects*; Creativity*; Exceptional Child Research; Measurement Techniques; Staff Improvement; Parent Attitudes;

Identifier: West Virginia;

Presented in the annual (1974-75) evaluation of Project Talented and Gifted are results of an appraisal of over 50 student participants (10-12 years old) and the project staff and resource personnel. The project is described as a 3-month institute to provide experiences in areas such as learning to use creative thinking and problem solving strategies in language arts, science and mathematics, and music. Results and recommendations from the first evaluation are outlined, and instruments used for the second evaluation are described in three sections: the experiment, student perceptions, and other sources. Reported are findings which included that Ss showed significant improvement in verbal originality and figur

al flexibility; that Ss improved in the areas of self strength and individuality; and compared to Ss' self perceptions in 1974, 1975 Ss' self perceptions significantly improved in environmental sensitivity, initiative, self strength, individuality, and intellectuality. Recommendations for the project's third year are noted which include the continued encouragement of effective use of the library. (For first project evaluation, see EC 08 0171.) (SB)

ABSTRACT 134

EC 08 0134 ED N A
 Publ. Date 75 481p.
 Barbe, Walter B., Ed.
 Renzulli, Joseph S., Ed.
Psychology and Education of the Gifted. Second Edition.
 John Wiley and Sons, Inc., 605 Third Ave., New York, NY 10016 (\$12.95)

Descriptors: Exceptional Child Education; Gifted*; Creative Ability*; Student Characteristics*; Talent Identification; Educational Methods*; Historical Reviews*; Emotional Problems*; Interpersonal Competence*; Program Development*; Motivation*.

Presented are 48 papers on the education of the gifted including characteristics of the gifted and creative, identification and measurement of giftedness, developing and encouraging giftedness, and teaching the gifted. Included are the following titles (numbers refer to abstracts of individual papers): "The Discovery and Encouragement of Exceptional Talent" (L. Terman); "A Backward and Forward Glance at the Gifted" EC 05 2249 (A. Tannenbaum); "A New Approach to the Study of Genius" (L. Terman); "The Education of the Gifted and Creative in the US" EC 03 3162 (P. Witty); "Emerging Concepts of Giftedness" (E. P. Torrance); "The Meaning of Giftedness -- An Examination of an Expanding Concept" (J. Getzels); "Basic Concepts" EC 02 0800 (V. Ward); "Three Faces of Intellect" (J. Guilford); "Primary Mental Abilities of Children" (I. Thurstone); "The Study of Giftedness -- A Multidimensional Approach" (J. Getzels); "A Study of the Family Background of the Gifted" (W. Barbe); "A Psychologist Examines 64 Eminent Scientists" (A. Roe); "Research Summary of Characteristics of the Gifted" EC 01 0910 (J. Gallagher); "The Nature and Nurture of Creative Talent" (D. MacKinnon); "Originality in Relation to Personality and Intellect" (R. Barron); "Identification of Creativity -- The Individual" (M. Dellas); "Adjustment Problems of the Gifted" (E. Grothberg); "Problems of Highly Creative Children" (E. P. Torrance); "Friendship and the Intellectually Gifted Child" (H. O'shea); "Problems in the Identification of Intellectually Gifted" (R. Martinson); "Problems in the Assessment of Creative Thinking" EC 03 2839 (D. Treffinger); "Locating Gifted Children in Junior High School" (C. Pegnamo); "Identification of the Socially Gifted" (R. Jarecky); "Scale for Rating the Behavioral Characteristics of Superior Students" (J. Renzulli); "What Kind of Person are You? -- A Brief Screening

Device for Identifying Creatively Gifted Adolescents and Adults" EC 03 0089 (E.P. Torrance); "Identification -- Responsibility of Both Principal and Teachers" (J. Gowan); "The Measurement of Individual Differences in Originality" (R. C. Wilson); "Program Organization and Implementation" (V. Ward); "Early School Admission for Mentally Advanced Children" (J. Birch); "Homogeneous-Grouping for Gifted Children" (W. Barbe); "Designing and Implementing a Program for the Gifted and Talented" (L. Lanza); "Identifying Key Features in Programs for the Gifted" (J. Renzulli); "Schedules, Bells, Groups, and Independent Study" (W. Griffin); "A Model for the Analysis of Inquiry" (R. Suchman); "Learning by Discovery -- Psychological and Educational Rationale" (H. Taba); "Learning and the Learning Center" (M. Krohn); "The Enhancement of Creativity" (H. Hughes); "Methods and Educational Programs for Stimulating Creativity" EC 03 2841 (D. Treffinger); "Developing Imagination Through SAMPER" (R. Eberle); "Methods for Encouraging Creativity in the Classroom" (R. Goodale); "The Gifted and the Disadvantaged" EC 05 2250 (A. Passow); "Talent Potential in Minority Groups Students" EC 05 1190 (J. Renzulli); "Cultivating New Talents -- A Way to Reach the Educationally Deprived" (C. Taylor); "The Highly Intelligent Dropout" (J. French); "Teaching the Gifted -- A New Frame of Reference" (W. Barbe); "The Role of the Teacher of Gifted and Creative Children" (J. Nelson); "Characteristics of Teachers Judged Successful by Intellectually Gifted, High Achieving High School Students" EC 01 0731 (W. Bishop); "Creative Teaching Makes a Difference" (E.P. Torrance). (DB)